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The Cycles of Vocational Training in the Region of Barcelona Different forms of Social reproduction

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Abstract

After analyzing a 2005 survey in Spain, of educational training on the transition and integration into the labor market, we selected variables, and identified a few cases of social identity in a broad sense. The meaning given to the work and its priorities, the selection of targets to achieve this, future aspirations, and parents qualifications are some of the variables studied. The origin of speech is not individual, reveals a socio-historical position, taking as reference the interaction and conflict between different social groups. This article analyzes the human and social capital of vocational training in Barcelona. We intend to discuss this analysis and show how the professional cycles in Barcelona are characterized between classes and modes of social reproduction.

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1. Introduction

The inclusion to work, to education and training are human rights, and are key requirements for access to employment, subject to a knowledge society in a broad context of globalization. There is no longer a job without proper training, and in turn, a respected work includes appropriate training and qualification. Education and training are part of this form, an economic and social response, in a globalized world. There is undoubtedly a consensus between training and education, and these concepts are the basic training in a economic society (Alonso & Mas, 2009).

The difference between the middle classes and upper classes is accentuated particularly in education post-secondary and university education system. (Enguita, Gómez & Martínéz, 2010). The origin of speech is not

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individual, reveals a socio-historical position, taking as reference the interaction and conflict between different social groups. There seems to be within the vocational education, different forms of social reproduction. In CFGM (Professional Cycles of Middle Graduation) and CFGS (Professional Cycles of Superior Graduation) young people acquire different job prospects and can acquire different social perspectives. But we want to investigate, who studies in these cycles, which sets them apart and understand the motivation for the capital inflow in these cycles. We intend to analyze the human capital in the different cycles of vocational training in Barcelona, therefore we intend to discuss this analysis and show how the vocational training in Barcelona is characterized by differentiation between classes and modes of social reproduction.

Demonstrating a sociocultural habitus inherent to training, we identify some variables of a 2005 survey by the National Statistics Institute of Spain, on the education-employment transition.

We will analyze the impact of the return of education (inputs/outputs) cycles of training professionals in the vision of the young people by analyzing how capital sociocultural pre-determines their choices and opinion about work and how the training cycles determine the economic capital in the society. It will be discussed the processes of identity in a broad sense, including the processes of exploration and commitment in the variables in different areas.

By the elaborate analysis, it was found a great influence among parents trained in compulsory education in the acquisition of vocational training of their children. For holders of a strong educational capital, and who inherited a strong cultural capital, is expected to be a high social and economic capital, which gives them a strong *habitus* in a symbolic field of society (Ortega & Rosa, 2006). We can see by the review, the young people who contains a higher cultural capital, marks the conversion of cultural into educational capital. For those who mark a conversion of cultural capital acquired by educational capital, register a closer relation with school. Those who are trained in CFGS has an educational capital acquired, managed to obtain a higher conversion of cultural capital.

2. Present Study

2.1 - Theoretical framework of the study

The inclusion to work, to education and training are human rights, and are the key requirements for access to employment, subject to a Knowledge society in a broad context of regionalization and globalization (Jover, 2006).

There is no longer a job without proper training, and in turn, a respected work includes an adequate training and qualification (Abdala, 2004). In December 2002 the European Council, states that the “education and training are indispensable means for promoting employability, social cohesion, active citizenship, and personal as well as professional fulfilment”. Education and training are part of this, and form an economic response, but also a social response, in a globalized world. There is undoubtedly a consensus between training and education, and the OCDE (2003), considers the reforms implemented in Spain, since the nineties, develops their economy. These educational reforms (LOCFP, LOCE, LOU), according to this institution, were intended to improve the quality of education in reducing school failure, and the decentralization of educational policy allowed schools to adapted the educational and social returns in young people. The current education system in Spain enables young people to have compulsory education at 16 years old, but what happens from the ESO, in the system of post-secondary and university levels of education, increasingly emphasizes the difference between the lower classes and upper classes. Navas, Martinez & Gomez, (2004), stated that the family and socioeconomic conditions are important keys in which young people conduct their decision, making paths and further study, depending on their social habitus.

Developing a form of survival strategy class to access a path and a selective distribution of capital within a society, which Stephen Ball (2003, 77) calls “the need to stronger classifications” and under Bernstein (1996, b1975), these students participate in a “struggle over the nature of symbolic order”, or as Bourdieu (1986:477;1988) understands us a “classification struggle”. However, it is not the condition of class that determines the individual, but the individual from the awareness of itself, determines its status and social class status (Bourdieu, 1975). The habitus is a socially constituted system of dispositions, which as structured and structuring structures are the beginning of sets of social practices and ideologies of a given group. These features become more symbolic power, the greater the intellectual position of its actors (Horcajo, 1979). Being the dominant relation, is a strategic relationship between social classes of the dominant forces and intellectuals. The higher the intellect, the larger is the

social dominance (Bourdieu, Passeron, 1972). Harker (1995), considers in this context, we must take into account the set of characteristics that define the social situation of young people starting in these cycles. By the current law, students who come from bachillerato can follow two destinations, CFGS or University, while young people who have no bachillerato can only have one choice - CFGM, if they choose to follow study. Enguita (1986), states that it already produces an unfavorable effect between professionals cycles of vocational training. This reality shows the real dynamic balance of supply and demand in labor market (Espejo, 1998). However, current law provides an “fallacy of vocational education” (Azevedo, 1999), because on the one hand, aims to train young people for the labor market and on the other hand, creates training cycles more adequate for university degrees, but both can lead to social mistake. This in addition to generating a social maladjustment is also an educational misalignment, because the outcomes of two cycles are very different (Ostrove, Stewart & Curtin, 2011).

2.2 – Methodology of the study

In this part of the article, we will analyze the impact of the return of education (inputs/outputs) cycles of vocational training, analyzing how capital sociocultural pre-determines their choices and opinion about work and how the training cycles determine the economic capital in the society. It will be discussed the processes of identity in a broad sense, including the processes of exploration (Sotés, 2009). To accomplish these goals, we work on a microdata from a survey conducted by the National Statistics Institute of Spain in 2005, on the transition from work and education of young people in Spain, in vocational training, by the period from 2001 to 2005, ETEFIL (Encuesta de Transición Educativo-Formativa e Inserción Laboral). The analysis of employment, education level of parent’s qualifications, meaning given to work, future aspirations, priorities towards work and employment wore some of variables study.

We started with the assumption that the two training cycles are different in their admission and at its output, as discussed earlier.

2.2.1 – Population

The sample we want to study is composed by young people between 20- 24 years old, who is graduated by vocational training in Barcelona. Our sample is composed by a 785 individuals formed in CFGM and 779 individuals formed in CFGS. We can see in Figure 1, individuals who are working by salary and qualifications. Therefore, we can see that young people who graduates from CFGS (4), aims a major salary than the CFGM (3) graduates.

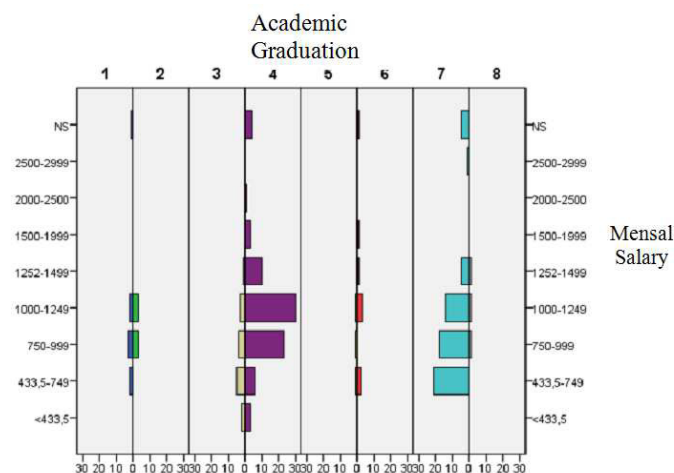


Figure 1 - Analysis of the interpretation of academic graduation by salary in young people questioned, in CGFS/CFGM.

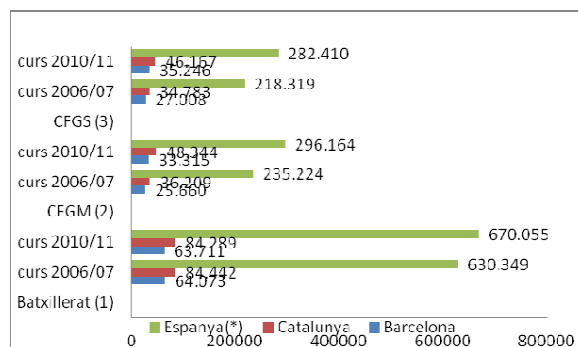


Figure 2 - Inflow of students in secondary education in the period 2006 to 2011

On the Figure 2 we can note that from 2006-2011, the incomes of students in training cycles increase throughout Spain, and the bachillerato suffer a decrease between the years 2006 and 2011 in the region of Catalonia and Barcelona. It becomes apparent that in 2001/2002 for students from the ESO and Bachillerato is superior to percentage recorded in Spain. However, analyzing the income level of training cycles in middle and top grade, in Table 1, we found an entrance between 17% and 25% of students who come from the ESO and Bachillerato respectively. Being just above these values in the regions of Cantabria, Valencia, Navarra and La Rioja, but in none of these regions have a higher value for entry into the University as in Cataluña (69.5%).

Table 1 - Percentage of transition education by the educational community, the educational background of 2001/2002, during the interview (2005)

	ESO						BACHIL					
	2000-01	Curs 2001-2002					2000-01	Curs 2001-2002				
		Student who remains in the educational system				Students outside the education system		Student who remains in the educational system				Students outside the education system
		Total	Bachillera to	CFG M	CFGS			Total	CFGS	University	other	
Espanha	100,00	94,33	79,56	14,50	0,27	5,67	100,00	93,09	24,44	67,78	0,78	6,91
Andalucía		92,39	76,66	15,64	-	7,61		92,32	18,01	73,55	-	7,68
Aragón		97,23	81,33	15,90	-	-		95,37	29,80	64,00	-	-
Asturias (Principado de)		92,69	77,14	15,24	-	7,31		90,76	32,05	57,67	-	9,24
Balears (Illes)		94,27	77,90	16,04	-	-		90,03	20,19	69,40	-	9,97
Canarias		94,54	80,22	14,32	-	5,46		90,75	18,96	71,37	-	9,25
Cantabria		94,52	71,16	23,36	-	-		93,49	34,12	58,99	-	-
Castilla y León		97,11	81,32	14,89	-	-		95,51	28,86	66,33	-	-
Castilla-La Mancha		93,56	81,73	11,54	-	6,44		94,02	17,89	75,11	-	-
Cataluña		93,88	76,78	16,90	-	6,12		95,34	25,00	69,50	-	4,66
Comunidad Valenciana		93,12	74,30	18,50	-	6,88		93,94	25,02	67,16	-	-
Extremadura		95,36	84,06	10,70	-	-		89,44	14,23	74,77	-	10,56
Galicia		96,10	87,53	7,92	-	-		88,63	35,82	50,58	-	11,37
Madrid (Comunidad de)		94,44	83,16	11,15	-	5,56		87,03	23,01	62,67	-	12,97
Murcia (Región de)		94,20	82,38	11,82	-	-		91,10	28,95	61,22	-	8,90
Navarra		99,24	77,24	20,96	-	-		94,33	32,80	61,53	-	-
País Vasco	97,98	85,40	12,13	-	-	96,85	31,02	65,09	-	-		
Rioja (La)	96,43	77,47	18,49	-	-	95,20	28,20	65,71	-	-		
Ceuta	97,05	80,40	-	-	-	90,02	-	72,40	-	-		
Melilla	98,99	94,89	-	-	-	88,54	21,22	66,42	-	-		

Font: Elaborated from the data of ENTEFIL, INE

The level of post-compulsory education of the population has a prominent presence at the University, both in Barcelona and in Cataluña, observing a greater presence in all the levels recorded in Spain than in the regional context of the OECD. We also highlight some differences in the professional context of these young people, where population levels in the CFGS are approximate in all regions analyzed, and the degree of training cycles are well below the average throughout Spain in relation to region of the OECD. The values recorded in this region of compulsory schooling (OECD), are significantly lower, compared to values recorded throughout Spain, and Cataluña.

2.2.2 – Instrumentation

In statistical research, in which this article is based, the ETEFIL 2005, conjugates data on educational training, as well as itineraries and their transition to work. It turns out an extensive study on training and labour insertion. The Organic Law of 2002 aims to improving the skills of the population and this research aims to address the shortcomings noted in the context of educational work in Spain. The National Statistics Institute (INE) proceeded to the elaboration of this investigation (ETEFIL), which explores data on youth community until the age of 25 who have finished their education cycles in 2001. In this paper, we analyzed the microdata of this investigation, found at INE and identified some variables of surveys conducted. Carried to the analysis of the questionnaires, 11 - *personal and demographic data*, questionnaires, D 41 - *Employment* and questionnaires F, 61 - *work values*.

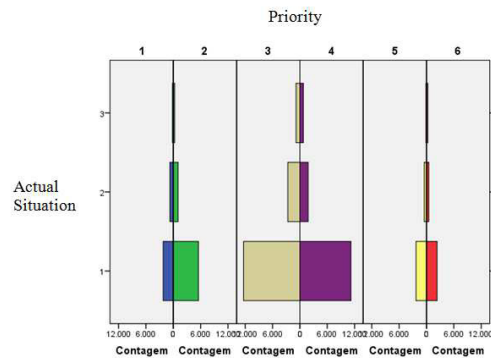


Figure 2 - Analysis of the interpretation of your current situation, by priority in young people questioned in CGFS/CFGM

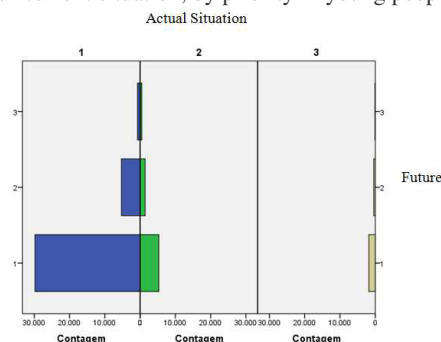


Figure 3- Analysis of the interpretation of your current situation, by the perspective of future, young people questioned in CGFS/CFGM

3. Results and Finding

By this study we see that individuals graduated in CFGS are mostly from parents trained in compulsory education. There is a greater influence of the mother in this cycle, from the secondary school, than the father. In turn, the

formation of the father seems to have a greater influence in this cycle from bachillerato up to higher education. There is always a higher frequency of students from the bachillerato in which both parents are formed from these cycles. The greater education of parents becomes greater training in their children. The inherited capital is an asset. We can observe the frequency responses of these young people when asked about their priorities over the period under review (2001-2005), in the Figure 3. The young people from CFGM respond mainly "to get a stable job," (priority 3) yet despite this, the young people from CFGS also respond to this, but with a difference in the percentage of priority "to get a suitable job to my training"(priority 4). Therefore we can observe in young people who most come from CFGS are seeking employment and work, while it appears that in CFGM are more motivated to work. In Figure 3 we can see that both cycles are expecting something good for the future (1- Will Improve), attending is actual situation (1 – Reasonably satisfactory).

4. Conclusion and Discussion

Each system is a reflection of a number of systems (Horcajo, 1979). The education system is a system reflective of the society that embraces and integrates interrelating itself, and explains at the same time, the field of forces which generated symbolic empowerment (Perales, 2008). Education receives the inputs of society and it is to society that the system sends its outputs, however this output includes the individual graduation and knowledge developed. In this empirical analysis, we found that young people who graduate in training cycles had different objectives in society, and with different demands, by means of access to vocational training or by the demand in the labor market. In this analysis, we can see how the structure of education of parents and law, promotes the structure of a future society. Each project represents an educational project of organizing society. By the elaborate analysis, it was found a great influence among parents trained in compulsory education in the acquisition of training their children. For holders of a strong educational capital, and who inherited a strong cultural capital, is expected to be high social and economic capital that gives them a strong habitus in a symbolic field of society. We can see by the review, young people who contain a high inherited cultural capital, mark the conversion of cultural capital into educational field. Those who are trained in CFGS, therefore in a educational capital acquired, managed to obtain a higher conversion of cultural capital.

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